

## A LISTENING AND SPEAKING LESSON PLAN

### CLASS PROFILE AND TEACHING CONTEXT

The following lesson plan will be part of a series of lessons grouped under the title *Around the World*. The following lesson plan is addressed to 1<sup>st</sup> year of ESO, group C, linguistic section. The group is made up of 29 students, all of them about to be 13 during the course.

The secondary school where I work has had the CAM bilingual project for two years now so this group will be the second one to follow the guidelines from the *Advanced Curriculum*. 28 out of 29 students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level in the Common European Language Framework); one of them, though, has passed the Cambridge PET exams (equivalent of a B1 level in the Common European Language Framework).

The school, located in the west of the Community of Madrid, is in a middle class area and offers students a wide range of books as well as access to the Internet and DVDs.

### GENERAL LESSONS AIMS

GROUP 1 ESO / C (Linguistic Section)	LENGTH OF TIME / LESSON: 50 mins. The listening of the description of my hometown will be their model for them to describe theirs orally and in a written way.
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### 1 ESO ADVANCED CURRICULUM OBJECTIVES

1. To understand general and specific information from oral texts that unfold in different situations.
11. To use different learning strategies and all the means in one's reach, especially ICT, to obtain, select and present information both orally and in the written form.

Basic (listening) skills:

**All students** will understand the basic idea of my description (where, what, when...)

**All students** will distinguish the following aspects in my speech:

- myself
- the setting
- the reason why I refer to them
- the outcome

**All students** will identify key words because we have studied them beforehand, using pictures and miming some of them.

High level skills:

**Most students** will understand the story in a deeper way'

**Most students** will infer the specific meaning that some vocabulary used in the text has.

**Some students** will be able to analyse my feelings when telling them the story.

### LESSON PROCEDURE

TIME	TEACHER ACTIVITY	PUPIL ACTIVITY	EXPECTED OUTCOMES
5 mins.	I explain students that as we are reading about people from different parts of the world, I am going to read something about my hometown.	They activate their knowledge about other parts of the world.	To activate that hometown descriptions are non-fiction texts.
10 / 15 mins.	I show the students the power point images and tell them that they all belong to important places in my hometown. They must try and predict the places they see and jobs the people in the pictures do. I pre-teach the vocabulary.	Students listen and predict the connection between me and the images.	To understand the images are personal references which have an importance in my life. To pre-teach key vocabulary: mine, miner, mercury,...
20 mins.	I tell the story using body language: intonation, miming, giving emphasis to specific words so that they can feel what I want to express.	Students listen to me.	Some students will follow the basic information whereas others will feel the different intonation and emphasis given to certain words.
10 mins.	I invite students to ask questions about the aspects of my story they want to know more about.	Students ask questions to get more information or to clarify things.	Active listening on the story, asking questions and answering some.

**RESOURCES AND MATERIALS**

- Pupils are given a photocopy with the power point images (material 1).
- A PC and access to a projector to show power point visuals before telling the story.
- My oral description of my hometown in written form (material 2).

**MATERIAL 1**

**PRE-VOCAB CHECK:**

MINE  
MINER

MERCURY  
MINERS' CHILDREN'S SCHOOL



## **MATERIAL 2**

### The oral description of my hometown (in written form)

The presentation you are going to listen to now has been probably kept in the deepest of some hearts for many years. I think it is time now to describe the place where I was born to all of you.

My hometown is one of those you can find if you seek for it between mountains, not so high to make it dark but high enough to have their protection in any movement we make or any sight we take.

I was born in... well, I think what I really want to tell you is not either the name of it or the year when I was born. What I would really like to transmit is the atmosphere I felt there. No matter where you looked, there it was, like the queen of the village, the mine, the centre of all our lives. My father, like my friends' fathers, worked in the mine...he was a miner. It is very curious to see how people react to these two words. For us it was just normal, we grew up knowing that our fathers had an important as well as risky job, but it didn't matter. Like any other father in the world, my father left for work and came back home every single day, and that was it.

Let's talk a bit about the mine. It wasn't a very common one due to the fact that the mineral they worked with was dangerous as well as poisonous: mercury. As you may know, this mineral is the only one that is found in nature liquid. There was a long and hard process to obtain it. I will tell you quickly what it was. This mineral was found in a stone with some other minerals, like silver. They put these stones in huge ovens so that they could make mercury separate from the others. This poisonous mineral had to be treated very carefully but in the past, when not so many protections had been invented, the people from my village used to get important illnesses or even die because of the contact with mercury.

Even though the mine was the centre of life, there were other places worth mentioning. For me, perhaps, one of my most beloved was my school, the place where I learnt to read, write, love and even the meaning of treachery. This place, where only the miners' children could go, was full of life and wisdom. In those times, the teachers were the highest institutions in the building and no matter what they said or did we could only obey them. I don't mean I was scared or anything like that but everything was so different... We even prayed every morning before the lessons started!

The last place I want to talk to you about is the bullfighting ring. It was such a special place for all of us! We always heard stories saying that there was a time when people used to go there and see bullfighters there but all my childhood it was empty with no activity at all. It was not until recently that they decided to restore it that I could appreciate how beautiful it was and how right the people who told us about the past were.

There's no need to say that whenever I have the chance, I enjoy going to my hometown. There are feelings that you can not express, but feel; smells that take you to

wonderful moments; the sunlight at an specific time of the day, the moonlight... All those things that make you be and feel the way you do and all of it is due to the way you were brought up in your hometown.

### EVALUATION

1.- To identify and understand the general idea and the most specific information regarding varied communicative situations.

- I will be watching that my students can identify the words I say with the pictures I gave them.
- I will ask basic questions to the weaker students and more complicated to the higher level ones, like specific references to people and so on.
- I will ask strong students to describe my feelings through what they heard.
- I will make all of them express the impression they received from my presentation of my hometown.